http://

REIL

REIL is an initiative of

MCESA
Maricopa County Education Service Agency

User ID HQT ID)

Password

Login Role: Evaluator ▼
                     Analytic User

Login   Logout

?
User can be Evaluator
Could also be Analytic User.
Functions will be limited to generate
the output file/s

Approved

http://

REIL

REIL is an initiative of

MCESA
Maricopa County Education Service Agency

Evaluation Start Page

Approved

Evaluator ID

Evaluator First Name

Evaluator Last Name

MI

Evaluator School Entity ID

School Name

Evaluator District Entity ID

District Name

Report Information Error

What would you like to do:

◉ Print Field Documents   ◉ Enter Scores

Whom are you evaluating ?   ○ Leader
                                   ◉ Teacher

This section appears only if enter scores is selected above

Continue

A Web Page

http://

Error Form

This will provide information and or send an email to a support group TBD.

Submit Error Report

Selecting the Teacher populates this form.

REIL
REIL is an initiative of
MCESA
Maricopa County Education Service Agency

Print Documents | Evaluation Start Page | Logout

Select	Name	ID	Evaluation Start Date	Evaluation Type	Status
☑	Smith	10001	09/01/10	Observation	Saved
☐	Smithson	2002	09/15/10	Documentation	Submitted

Learning Entry

~~Not Reviewed~~

Search by Last Name or ID number

[🔍 search]   [Search]

Teacher ID   [10001]

Teacher Last Name   [Smith]

Teacher First Name   [Mary]

Teacher Middle Initial [ ]

Teacher District ID   [ ]   Teacher District Name   [ ]

Teacher School ID   [ ]   Teacher School Name   [ ]

[Report an Error]   [Report Information Error]

Not counting the current school year, how many TOTAL years of teaching experience does this teacher have? Include years not at this school/district.

[0 ▼]
1-2
3-10
11+
Not known

Teacher Type: [Continuing ▼]
                 Non-Continuing

Enter Session Date should allow a calendar pop-up

[Save]

Continuing and non-continuing Need tooltip definition

User can logout only after save.

A Web Page
[http://]   🔍

Error Form

This will provide information and or send an email to a support group TBD.

[Submit Error Report]

Sessions must be completed in order top to bottom

What session:
- ○ Pre-Conference
- ◉ Observation
- ○ Post-Conference

Enter Session Date:
[/ /] 📅

[Enter Evaluation Scores]

View and Print Reports are not active until scores are submitted.

[Select and Print Field Documents]   [View and Print Observation Cycle Reports]   [View and Print Summative Cycle Reports]

Observation and Summative Reports Button spawn browser windows

http://

REIL

REIL is an initiative of

MCESA
Maricopa County Education Service Agency

Select Documents Needed

Leader Field Documents

Observation
- ☐ Leadership Team Meeting
- ☑ Business Meeting
- ☐ Development Learning Meeting
- ☑ Grade Level/Department Meeting
- ☐ Teacher Observation and Scoring
- ☐ Teacher Pre- and Post-Conference
- ☐ Walk-thru Visit of Classroom

Documentation
- ☐ Continuous Improvement Plan and Budgets
- ☑ Educator Goal Plans and School PD Plans
- ☐ Student Achievement Data
- ☐ Management Systems and Artifacts
- ☐ Teacher Evaluation Data
- ☐ Parent Survey
- ☐ Staff Survey
- ☐ Student Survey

Pending Review

This control would display the first document to be printed. The system should iterate over the documents selected until all selected documents are printed.

Teacher Field Documents

- ☐ Observation Score Collection Sheet
- ☐ Observation Setting Analysis Document

Teacher Documents Section Approved

Complete Observation Sets

- ☐ Leading Observation Instrument (Principal)
- ☐ Learning Observation Instrument (Teacher)

Preview Selected Documents

Print Selected

Print will open Acrobat Reader with complete rubric set and elements

Print PDF

Close

Observation Score Collection Sheet for REIL
Learning Observation Instrument

Teacher Name: _____ **School Name:** _____ **District Name:** _____

REILL

	Observation 1	Observation 2
Assignment:		
Grade Observed:		
Subject Observed:		

	Pre	Obs	Post	Pre	Obs	Post
Dates:						

Content Rubric

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Conceptual Understanding						
Task Analysis						
Connections to Content						
Content Accessibility						

Formative Assessment Rubric

Approved

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Real-Time Assessment						
Student Progress						
Correct Level of Difficulty						

Instructional Strategies

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Modeling or Constructing Knowledge						
Practice / Aligned Activity						
Feedback						
Monitor and Adjust						
Analysis of Instruction						

Learner Engagement

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Student-to-Student Interaction						
Teacher-to-Student Interaction						
Authentic engagement / Quality of Work						
Critical Thinking						

Learning Community

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Routines and Procedures						
Responsibility for Learning						
Monitoring and Responding to Student Behavior						
Relationships						

Professional Responsibilities (Optional)

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Engagement in Meaningful Learning Opportunities						
Collaboration with Colleagues						
Engagement with Families						
Communication with Families						
Leadership						

Observation Analysis Document

RELL

Print PDF

Return to Select Documents

Not Reviewed

Teacher Name:
Subject Area:
Class:

School:
Assignment:
Grade:

Date: _____

Represents the Learning Observatio Document - This is only partial, show the first two rubrics and one elemer the third rubric. There are nine mor elements not shown

Content Rubric

The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

	5	4	3	2	1	0	
	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					Comments
Element	Descriptors						
Conceptual Understanding	Guides students to create their own representations and explanations of concepts. Engages students in using simultaneous multisensory representations. (4a)	Incorporates multiple effective representations and explanations of concepts, throughout the lesson. (4a)	Incorporates effective representations and explanations of concepts that capture key ideas and details essential to building conceptual understanding in the discipline. (4a)	Incorporates representations and explanations of concepts that capture key ideas and details essential to building understanding in the discipline. (4a)	Incorporates representations and/or explanations of concepts that capture some key ideas to build understanding in the discipline. (4a)		
Task Analysis	Anticipates student misconceptions related to background knowledge, vocabulary, and/or processes and incorporates sub-objective(s) that break the task into smaller steps/chunks. (4e, 4f, 7c)	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, taught one at a time, and reflect prior learning. (4d, 4f, 7a, 7b, 7c)	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, and taught/facilitated one at a time. (4f, 7a, 7b, 7c)	Lesson objective(s) and materials are sequenced and aligned to content standards. (4f, 7a, 7b, 7c)	Lesson objective(s) & materials are sequenced. (4f, 7a, 7c)		
Connections to Content	Uses purposeful and strategic questioning, facilitation, and critical thinking strategies that result in students application of interdisciplinary knowledge through the lens of local and global issues. (5b, 5d, 5g)	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary within the lesson for all students at the sub-group level, as evidenced by adapted materials, student work, and modifications based on assessment data. (2a, 2e, 5h)	Facilitates content accessibility by accommodating or modifying problems, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for all students at the sub-group level, as evidenced in planning and assessment data. (2a, 2e, 5h)	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty for within the lesson for less than half (6%-49%) of the students, as evidenced in planning and assessment data. (2a, 2e, 5h)	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for some students (1%-5%) as evidenced in planning data. (2a, 2e, 5h)		

Formative Assessment Rubric

The Formative Assessment rubric is designed to support teacher understanding and implementation of real-time (during & end-of-lesson) assessment as a strategy to monitor learner progress and to guide ongoing planning and instruction. Effective teachers use real-time assessments that are at the correct level of difficulty, aligned to standards-based objectives, and engage learners in demonstrating knowledge and skills. In addition, the effective teacher articulates & documents progress that learners have made in relation to the observed lesson objective.

	5	4	3	2	1	0	
	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					Comments
Element	Descriptors						
Connections to Content	Assesses at the objective and sub-objective level to measure individual student progress. (1a, 6a, 6b, 7d)	Assesses at the objective and sub-objective level to measure student progress at the sub-group level. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective (that elicit an overt response from nearly all students during the lesson and at the end of the lesson), and reviews elicited behavior in order to measure student progress to adjust instruction. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective, that elicit an overt response from nearly all students. (6a, 6b)	Utilizes real-time assessment(s) to elicit an overt response from students. (6a, 6b)		

Instructional Strategies

The Instructional Strategies rubric is focused on specific instructional strategies that teachers utilize to ensure learners develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

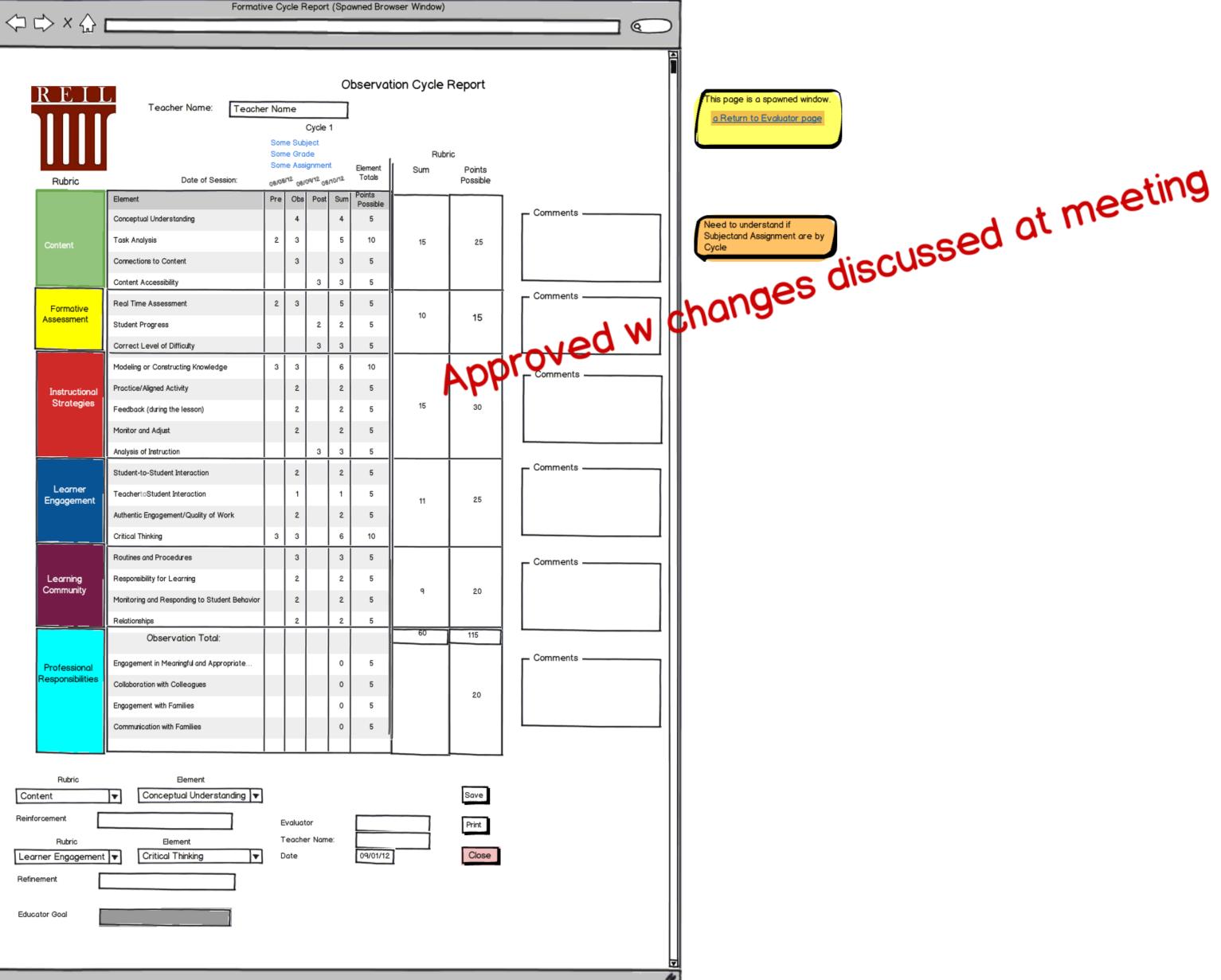|	5	4	3	2	1	0	
	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					Comments
Element	Descriptors						
Modeling	Explicitly models an exemplary product/ performance (free of distractions) by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition, for each sub-objective.	Explicitly models an exemplary product/ performance (free of distractions) by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition, for more than one sub-objective. (8d, 8e, 8f)	Explicitly models an exemplary product/ performance by labeling steps or concepts, with articulation of meta-cognition. (8d, 8e, 8f)	Models an exemplary product/ performance by labeling steps/ concepts, or expression of meta-cognition. (8d, 8e, 8f)	Shows an example of a product/ performance. (8d, 8e, 8f)		
Or							
Constructing Knowledge	Presents problem/situation and allows open-ended processing of thinking and prior knowledge to promote conceptual development. Scaffolds questions with increasing complexity or depth of content for each learner to gain thorough understanding and to clarify misunderstandings. Solidifies learning after constructed experience with clear labels, and students extend thinking to generalizations/conjectures and explain their thinking/learning with the labels. (6f, 8d, 8e, 8i)	Presents problem/situation and allows open-ended processing of thinking to promote conceptual development. Scaffolds questions with increasing complexity or depth of content to ensure student understanding and to clarify misunderstandings. Solidifies learning after constructed experience with clear labels, and students extend thinking to generalizations/conjectures and explain their thinking/learning. (8d, 8e, 8i)	Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development. Scaffolds questions to class to guide understanding and clarify misunderstanding. Solidifies learning after constructed experience with clear academic vocabulary or labels. (8d, 8e, 8i)	Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development; asks questions to promote learning. (8d, 8e, 8i)	Presents problem/situation with discussion. (8d, 8e, 8i)		

Evaluator Notes: These will not print on the output

Print Documents | Evaluation Start Page | Logout

REIL is an initiative of

MCESA
Maricopa County Education Service Agency

Need Help ?

Submit will be disabled until all required values for all rubrics are submitted. (6.1.4.5,6)

Observation Entry Form

Teacher: Teacher Name

Subject: Some Subject

Grade: Some Grade

[Save] [Clear All] [Submit] [Print Report] [Logout]

The post conference must be completed within five business days of the observation.

Pre-Conference Date: 12/12/12   Observation: 12/12/12   Post-Conference Date: _____

If Clear All is selected the decision will be validated: Are you sure? Only the elements on this tab would be cleared.

Evaluator can view or print reports only when all rubrics are completed and the results are submitted.

Scores will be populated by selecting the check boxes in the descriptors.

Tabs: Content | Formative Assessment | Instructional Strategies | Learning Engagement | Learning Community | Professional Responsibilities

The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Element	5 — Meets Criteria at levels 3, 4, and 5 Descriptors	4 — Meets criteria at levels 3 and 4	3	2	1	0	Comments
Conceptual Understanding	Guides students to create their own representations and explanations of concepts. Engages students in using simultaneous multisensory representations. (4a) ☑	Incorporates multiple effective representations and explanations of concepts, throughout the lesson. (4a) ☐	Incorporates effective representations and explanations of concepts that capture key ideas and details essential to building conceptual understanding in the discipline. (4a) ☐	Incorporates representations and explanations of concepts that capture key ideas and details essential to building understanding in the discipline. (4a)	Incorporates representations and/or explanations of concepts that capture some key ideas to build understanding in the discipline. (4a)		
Task Analysis	Anticipates student misconceptions related to background knowledge, vocabulary, and/or processes and incorporates sub-objective(s) that break the task into smaller steps/chunks. (4e, 4f, 7c) ☑	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, taught one at a time, and reflect prior learning. (4d, 4f, 7a, 7b, 7c) ☐	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, and taught/facilitated one at a time. (4f, 7a, 7b, 7c) ☐	Lesson object... materials are... sequenced and... to content sta... 4f, 7a, 7b, 7c)			
Connections to Content	Uses purposeful and strategic questioning, facilitation, and critical thinking strategies that result in students application of interdisciplinary knowledge through the lens of local and global issues. (5b, 5d, 5g) ☑	Uses purposeful and strategic questioning & facilitation strategies that result in students applying disciplinary knowledge to real world problems. (5b) ☐	Uses purposeful questioning strategies and activities to activate students' prior knowledge and guide them to understand, question, reflect and analyze ideas from diverse perspectives. (2d, 4b, 4d, 8f) ☐	Uses questioning strategies and/or activities in order to develop students' understanding; guides students to question and/or reflect on ideas about the content. (4b, 4d, 8f) ☐	Uses questioning strategies and/or activities to develop students' understanding of the content. (4b) ☐	☐	

lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum. i

Browser window should appear upon selection of TASC standards. Maximum One window. This window should close if another is selected.

...t on documents, but it will be stored and can be viewed upon review

Evaluator Notes: These will not print on the output

R E I L

REIL is an initiative of

MCESA
Maricopa County Education Service Agency

Need Help ?

Submit will be disabled until all required values for all rubrics are submitted. (6.1.4.5,6)

Observation Entry Form

~~Not Reviewed~~

Teacher [Teacher Name]

Subject [Some Subject]

Grade [Some Grade]

[Save] [Clear All] [Submit] [Print Report] [Logout]

The post conference must be completed within five business days of the observation.

Pre-Conference Date: [12/12/12] Observation [12/12/12] Post-Conference Date: [ ]

If Clear All is selected the decision will be validated: Are you sure? Only the elements on this tab would be cleared.

Evaluator can view or print reports only when all rubrics are completed and the results are submitted.

Tabs: Content | Formative Assessment | Instructional Strategies | Learning Engagement | Learning Community | Professional Responsibilities

The Formative Assessment rubric is designed to support teacher understanding and conceptual implementation of real-time (during & end-of-lesson) assessment as a strategy to monitor learner progress and to guide ongoing planning and instruction. Effective teachers use real-time assessments that are at the correct level of difficulty, aligned to standards-based objectives, and engage learners in demonstrating knowledge and skills. In addition, the effective teacher articulates & documents progress that learners have made in relation to the observed lesson objective.

Element	5 Meets Criteria at levels 3, 4, and 5 Descriptors	4 Meets criteria at levels 3 and 4	3	2	1	0	Comments
Real-Time Assessment [ ]	Assesses at the objective and sub-objective level to measure individual student progress. (1a, 6a, 6b, 7d)	Assesses at the objective and sub-objective level to measure student progress at the sub-group level. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective (that elicit an overt response from nearly all students during the lesson and at the end of the lesson), and reviews elicited behavior in order to measure student progress to adjust instruction. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective, that elicit an overt response from nearly all students. (6a, 6b	Utilizes real-time assessment(s) to elicit an overt response from students. (6a, 6b) Pre-		
	☑	☐	☐	☐	☐	☐	

Scores will be populated by selecting the check boxes in the descriptors.

— Evaluator Notes: These will not print on the output —

[ ]

Browser window should appear upon selection of TASC standards. Maximum One window. This window should close if another is selected.

These will not print on documents, but it will be stored and can be viewed upon review

REIL

Need Help ?

REIL is an initiative of

MCESA
Maricopa County Education Service Agency

Observation Entry Form

Not Reviewed

Teacher	Teacher Name
Subject	Some Subject
Grade	Some Grade

Save | Clear All | Submit | Print Report | Logout

The post conference must be completed within five business days of the observation.

Pre-Conference Date:	12/12/12	Observation	12/12/12	Post-Conference Date:	

Tabs: Content | Formative Assessment | **Instructional Strategies** | Learning Engagement | Learning Community | Professional Responsibilities

The Instructional Strategies rubric is focused on specific instructional strategies that teachers utilize to ensure learners develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

Element	5 — Meets Criteria at levels 3, 4, and 5	4 — Meets criteria at levels 3 and 4	3	2	1	0	Comments
	Descriptors						
Modeling	Explicitly models an exemplary product/ performance (free of distractions) by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition, for each sub-objective.	Explicitly models an exemplary product/ performance (free of distractions) by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition, for more than one sub-objective.	Explicitly models an exemplary product/ performance by labeling steps or concepts, with articulation of meta-cognition. (8d, 8e, 8f)	Models an exemplary product/ performance by labeling steps/ concepts, or expression of meta-cognition. (8d, 8e, 8f)	Shows an example of a product/ performance. (8d, 8e, 8f)		
Or							
Constructing Knowledge ☑	Presents problem/situation and allows open-ended processing of thinking and prior knowledge to promote conceptual development. Scaffolds questions with increasing complexity or depth of content for each learner to gain thorough understanding and to clarify misunderstandings. Solidifies learning after constructed experience with clear labels, and students extend thinking to generalizations/conjectures and explain their thinking/learning with the labels. (6f, 8d, 8e, 8i) ☑	Presents problem/situation and allows open-ended processing of thinking to promote conceptual development. Scaffolds questions with increasing complexity or depth of content to ensure student understanding and to clarify misunderstandings. Solidifies learning after constructed experience with clear labels, and students extend thinking to generalizations/conjectures and explain their thinking/learning. (8d, 8e, 8i) ☐	Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development. Scaffolds questions to class to guide understanding and clarify misunderstanding. Solidifies learning after constructed experience with clear academic vocabulary or labels. (8d, 8e, 8i) ☐	Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development; asks questions to promote learning. (8d, 8e, 8i) ☐	Presents problem/situation with discussion. (8d, 8e, 8i) ☐	☐	
Practical / Aligned Activity ☑	Engages students in examining their own thinking and/or learning as well as the performance of others; students effectively provide support for one another as a member of a highly functioning learning community. ☑	Provides sufficient, aligned practice or conceptual development activity for each sub-objective or constructed inquiry learning experience. Effectively guides and scaffolds students who need assistance and appropriately fades away or renews support as needed to ensure all students are challenged to move toward independence. (2b, 6d, 8d) ☐	Provides sufficient, aligned practice or conceptual development activity to support successful learning of the lesson objective before independent practice. Actively guides and scaffolds individual students as they practice the objective and move toward independence (e.g., referencing posted steps, anchor charts, graphic organizers or templates, coaching, questioning). (2b, 6d, 8d) ☐	Provides opportunity for students to practice the lesson objective before independent practice is assigned; or provides opportunity during the conceptual development activity for students to work toward mastery of the lesson objective. (6d, 8d) ☐	Assigns independent practice or conceptual development activity. (6d, 8d) ☐	☐	
Feedback during the lesson ☑	Students accurately apply specific feedback to advance their learning. (6d) ☑	Provides effective, corrective, academic feedback, with precise labels, that is specific to the learner and aligned to sub-objective content. (6d) ☐	Provides effective, corrective, academic feedback in order to promote learning and retention that: (1) is aligned to the objective; (2) references a specific level of skill or knowledge, and (3) is timely. (6d) ☐	Provides corrective academic feedback that references a specific level of skill or knowledge. (6d) ☐	Provides academic feedback during the lesson. (6d) ☐		
Feedback during the lesson ☑	Utilizes appropriate overt responses, from all students at each sub-objective to either move forward or adjust one of the following: Adjusts instructional strategy (e.g., pacing, guided practice, questioning, knowledge of results, grouping, etc.). Changes the cognition level. (2b, 8a, 8b) ☑	Utilizes appropriate overt responses, from all students for most sub-objectives to either move forward or adjust one of the following: Adjusts instructional strategy (e.g., pacing, guided practice, questioning, knowledge of results, grouping, etc.). Changes the cognition level. (2b, 8a, 8b) ☐	Utilizes appropriate (provides relevant student performance information) overt responses, from most students (75% or more) at essential sub-objective levels to either move forward with/or adjust instruction. (8a, 8b) ☐	Utilizes overt responses from at least half (50%) of the students to either move forward with/or adjust instruction. (8a, 8b) ☐	Utilizes overt responses from less than half of the students to either move forward with/or adjust instruction. (8a, 8b) ☐		

Evaluator Notes: These will not print on the output

Annotations:

- Submit will be disabled until all required values for all rubrics are submitted. (6.1.4.5,6)
- If Clear All is selected the decision will be validated: Are you sure? Only the elements on this tab would be cleared.
- Evaluator can view or print reports only when all rubrics are completed and the results are submitted.
- Scores will be populated by selecting the check boxes in the descriptors.
- Browser window should appear upon selection of TASC standards. Maximum One window. This window should close if another is selected.
- ...t on documents, but it will be stored and ...on review

Observation Cycle Report

REIL

Teacher Name: [Teacher Name]

Cycle 1

Some Subject
Some Grade
Some Assignment

Rubric

Rubric	Element	Pre	Obs	Post	Sum	Points Possible	Sum	Points Possible	Comments
	Date of Session:	08/08/12	08/09/12	08/10/12		Element Totals			
Content	Conceptual Understanding		4		4	5	15	25	
	Task Analysis	2	3		5	10			
	Connections to Content		3		3	5			
	Content Accessibility			3	3	5			
Formative Assessment	Real Time Assessment	2	3		5	5	10	15	
	Student Progress			2	2	5			
	Correct Level of Difficulty			3	3	5			
Instructional Strategies	Modeling or Constructing Knowledge	3	3		6	10	15	30	
	Practice/Aligned Activity		2		2	5			
	Feedback (during the lesson)		2		2	5			
	Monitor and Adjust		2		2	5			
	Analysis of Instruction			3	3	5			
Learner Engagement	Student-to-Student Interaction		2		2	5	11	25	
	Teacher-to-Student Interaction		1		1	5			
	Authentic Engagement/Quality of Work		2		2	5			
	Critical Thinking	3	3		6	10			
Learning Community	Routines and Procedures		3		3	5	9	20	
	Responsibility for Learning		2		2	5			
	Monitoring and Responding to Student Behavior		2		2	5			
	Relationships		2		2	5			
Professional Responsibilities	Observation Total:						60	115	
	Engagement in Meaningful and Appropriate…				0	5		20	
	Collaboration with Colleagues				0	5			
	Engagement with Families				0	5			
	Communication with Families				0	5			

Rubric: [Content ▼]   Element: [Conceptual Understanding ▼]   [Save]

Reinforcement: [ ]

Rubric: [Learner Engagement ▼]   Element: [Critical Thinking ▼]   [Print]

Refinement: [ ]

Evaluator: [ ]
Teacher Name: [ ]
Date: [09/01/12]   [Close]

Educator Goal: [ ]

Observation Cycle Report

R E I L

Teacher Name:

Cycle 1

Some Subject
Some Grade
Some Assignment

New Screen for Output of Report

Rubric

			Sum	Points Possible

Date of Session: 08/08/12 08/09/12 08/10/12   Element Totals

Rubric

Element	Pre	Obs	Post	Sum	Points Possible		Sum	Points Possible	Comments
Content									
Conceptual Understanding		4		4	5				
Task Analysis	2	3		5	10		15	25	
Connections to Content		3		3	5				
Content Accessibility			3	3	5				
Formative Assessment									
Real Time Assessment	2	3		5	5				
Student Progress			2	2	5		10	15	
Correct Level of Difficulty			3	3	5				
Instructional Strategies									
Modeling or Constructing Knowledge	3	3		6	10				
Practice/Aligned Activity		2		2	5				
Feedback (during the lesson)		2		2	5		15	30	
Monitor and Adjust		2		2	5				
Analysis of Instruction			3	3	5				
Learner Engagement									
Student-to-Student Interaction		2		2	5				
Teacher to Student Interaction		1		1	5		11	25	
Authentic Engagement/Quality of Work		2		2	5				
Critical Thinking	3	3		6	10				
Learning Community									
Routines and Procedures		3		3	5				
Responsibility for Learning		2		2	5		9	20	
Monitoring and Responding to Student Behavior		2		2	5				
Relationships		2		2	5				
Observation Total:							60	115	
Professional Responsibilities									
Engagement in Meaningful and Appropriate…				0	5				
Collaboration with Colleagues				0	5		20		
Engagement with Families				0	5				
Communication with Families				0	5				

Rubric	Element
Content	Conceptual Understanding

Reinforcement: lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor

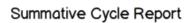| Rubric	Element
Learner Engagement	Critical Thinking

Refinement: lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor

Signature

Evaluator

Signature

Teacher Name:

Date: 09/01/12

Print

Close

Signing this form verifies receipt of the evaluation but does not necessarily indicate agreement with the content. Within five days of receipt of this document the teacher may attach comments if desired unless a post-conference is requested. If a post-conference is requested, the written response may be submitted within five (5) working days after the post-conference.

Summative Cycle Report

R E I L

Teacher Name:	Teacher Name
Subject:	Some Subject
Grade:	Some Grade

Observation Cycle 1

Not Reviewed

This page is a spawned window.
Close below.

Rubric	Sum	Points Possible	Sum	Points Possible
Content	15	25	16	25
Formative Assessment	10	15	13	15
Instructional Strategies	15	30	18	30
Learner Engagement	11	25	13	25
Learning Community	9	20	10	20
	60	115	70	115
Professional Responsibilities	0	20	0	20

Summative Total:	130		Points Possbile:	230
Reinforcement Goal:			Evaluator Name:	
Refinement Goal			Teacher Name:	
Educator Goal			Date	09/01/12
Educator Goal Met?	☐			

Signature _____

Signature _____

Print

Close

Signing this form verifies receipt of the evaluation but does not necessarily indicate agreement with the content. Within five days of receipt of this document the teacher may attach comments if desired unless a post-conference is requested. If a post-conference is requested, the written response may be submitted within five (5) working days after the post-conference.